



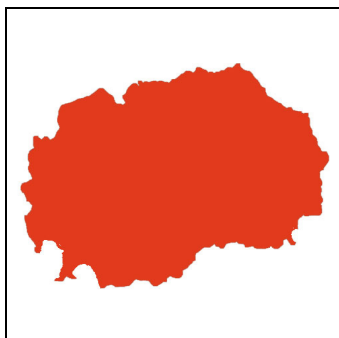
USAID/Macedonia Secondary Education Activity, Quarterly Program Report for the Period January-March 2005 Amended

June 2005

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EQUIP1: Secondary Education Activity (SEA)
USAID/Macedonia and EGAT/ED
SO 3.4: Students better prepared for employment through education programs

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Executive Summary

Achievements

Concerns and Challenges

Progress by Work Plan Activity

Looking Ahead



SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY **Quarterly Program Report for the Period** **January - March 2005**



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U.S. Agency for International Development
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1. Executive Summary

Following the winter holidays, SEA staff resumed work with all four components making good progress on a very ambitious work plan.

Director Certification. The start-up of the director training program was postponed until the “rulebook” committee completed its work, establishing the procedure for taking the director exam. The recommendations for the “rulebook” were submitted in final draft form at the end of March 2005. Completion of the training program developed by the G13 group will be required before directors apply to take the director exam. The program is set to start in April in order to allow directors to pass the exam within the year mandated by the laws on primary and secondary education.

In order to begin training sessions in April without the delay of waiting for Ministry of Education and Science (MoES) acceptance of the “rule book,” USAID and the ministry drafted a memorandum of understanding that lays out the responsibilities of the ministry and project during director training. SEA will assist the ministry by training the current primary and secondary directors.

Teacher Training. Facilitation training was provided to teacher trainers from the fifteen schools of Cohort 1. This was accomplished through a train the trainer program conducted with a local contractor. Twenty-one teacher trainers from Cohort 1 attended a five-day workshop funded through World Learning and later instructed the remaining teacher trainers in a second workshop sponsored by SEA.

Cohort 1 completed the series of four modules. In addition, all schools of Cohort 1 have completed dissemination plans in collaboration with the assigned regional consultant. The teacher trainers are completing their portfolios and will be able to start conducting dissemination workshops in their schools once the portfolios are complete. Many of the schools will start dissemination in April.

The 35 school teams comprising Cohort 2 completed Module 1, *Learning in the Classroom*. Teacher trainers selected from Cohort 1 are delivering the modules, supported by IRA and regional consultants.

Career Development.

Virtual Firms. The first National Virtual Firm Fair was held on February 12, 2005 in collaboration with Kultur Kontakt. Nineteen virtual firms participated in the fair, involving over 350 students. Each of the nineteen firms set up a stand similar to a trade show. Students then had the day to conduct business with other firms at the fair. In addition, SEA sponsored three competitions:

- Job Interview
- Marketing Plan
- Stand Presentation

Local businesses donated over \$1800 worth of prizes to the contestants and helped judge the competitions. Such participation by businesses in student competitions is one of the links SEA hopes to establish between schools and industry.

The teachers from the seven schools with virtual firms attended the fourth workshop in the virtual firm training series that focused on communication and negotiation between virtual firms. Bulgarian trainers conducted the workshop.

Real firms. All 44 schools that applied for real firms have completed their business plans. Seventeen schools have received equipment and are planning grand openings in April and May. The remaining 27 schools are in various stages of procuring their equipment. All 44 schools are expected to have their firms functional for the next school year.

SEA is collaborating with E-Biz, American University of Bulgaria (AUBG) and Southeast European University (SEEU). E-Biz has assisted two businesses to set up state-of-the-art design

and production facilities for leather goods and clothing, respectively. SEA is assisting the businesses form links with schools in the area with compatible profiles. The two universities are interested in collaborating with schools in job search and business management skill development.

Career Centers. A local employment agency conducted two workshops on job search skills. Ten schools sent teams consisting of the pedagogue/psychologist, two teachers and two students to the workshops. The workshops will continue until all project schools are covered.

Nine of the ten schools that have completed the workshop have initiated career centers. The project is in the process of procuring equipment requested by each school.

Research Monitoring and Evaluation. The annual teacher and student surveys were revised and are underway. A sample of teachers from the fifteen schools participating in Cohort 1 was surveyed in March. The remaining teachers and students will be surveyed in April.

A request for letters of interest was published to conduct a formative evaluation of decentralization as part of the research component of the project. The best applicants will be invited to submit a complete proposal.

Each component of the project is monitoring its activities with the assistance of the RME coordinator.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. Legislative basis for the director exam established

The laws on primary and secondary education adopted last fall require that the MoES establish a “rule book” defining the procedure for taking the director exam (or certification). The rule book forms the basis for the director training program developed by the G13 team.

A commission was appointed by the Minister of Education to develop the rule book. It took the entire quarter for the commission to reach consensus on the procedure. The draft went through several revisions, and what appears to be the final version was submitted to the minister on March 31.

The rule book provides that all directors must attend six workshops sponsored by SEA, with the G13 as trainers. Directors must then defend one of the papers written during the workshops before a National Director Exam Board, to be established by the MoES. The National Director Exam Board will work with the G13 to establish the format of the workshops so that directors will not only learn school management skills but also be prepared for the exam during the training sessions.

2.1.2. Memorandum of Understanding drafted between USAID and MoES

Since the rule book may take several more weeks to become operational, USAID and the MoES will sign a memorandum of understanding to clarify issues that will allow the workshops to begin on April 8, 2005. Any further delays could jeopardize finishing the program within the year mandated by the laws on education which begins after the local elections at the end of March.

As of March 31, both USAID and the MoES are finalizing the content of the memorandum and it should be signed during the first week of April.

2.1.3. Finalizing modules for director training

The G13 split into 3-member teams to finalize guidebooks for trainers and workbooks for participants, taking into consideration comments from Slovenian experts made last December.

The guidebooks and workbooks for the introductory module have been translated into Albanian and proofread in both Macedonian and Albanian. These materials are ready for duplication for the first workshop.

2.1.4. Training schedule established

The director-training schedule has been established to offer foundation training to all current school directors by May 2006. Approximately 450 directors will be trained. This pool of directors is divided into four cohorts. The first two cohorts will complete the series of workshops during the first six months (April – September) and the other two cohorts will complete the workshops during the second semester. The schedule offers a degree of flexibility to accommodate the potential appointment of new directors due to an amendment to the educational legislation requiring four-year degrees for primary school directors and the potential appointment of new directors by school boards after the municipal elections.

World Learning will arrange and finance the use of consultants from the Slovenian School for Directors to coach the trainers (G13) during the first two workshops of

Cohort 1. Funding will come from USAID's PTP program. The consultants will arrive two days before each workshop and spend one day with the trainers refining the workshop plans, and then will coach the trainers during the three-day workshop.

2.1.5. Director certification program sustainability

Three Macedonian universities were contacted in Bitola, Skopje and Tetovo, respectively, to discuss the possibility of incorporating a non-degree, director certification program to their graduate study programs in school administration. All three expressed interest in pursuing this option. Engaging the universities or other institutions in the certification process is important, given that SEA's role in director certification is only to provide training for current directors. During the coming year, other institutions will need to initiate training programs in order to ensure sustainability. Establishing such training programs, however, will require that the MoES pass legislation authorizing the ministry to accredit such a program.

2.2. 2.2 Teacher Training

2.2.1. Facilitation skills training given to Cohort 1

A five-day workshop was conducted for 21 teacher trainers in Cohort 1, January 17 – 21, 2005, financed by the USAID Participant Training Program (PTP) through World Learning. A local service provider wrote a compendium of facilitation techniques in Macedonian. The first three days of the workshop concentrated on learning and practicing these facilitation techniques. The final two days were spent planning a three-day workshop for the remaining 39 teacher trainers of Cohort 1, which subsequently took place March 11-13, 2005 at the Drim Hotel in Struga and was funded by SEA. The 21 teacher trainers who participated in the January workshop conducted the training at the March workshop.

2.2.2. Cohort 1, Module 4 completed

Cohort 1 finished the series of four modules this quarter during a workshop held February 16-20, 2005. The workshop was conducted by IRA volunteers. In addition to completing Module 4, *Learning in the Workplace*, the school teams presented and discussed their teaching portfolios; reviewed Modules 1-3 and started planning dissemination workshops in their schools. IRA volunteers reviewed the teaching portfolios and provided feedback on the dissemination plans. The dissemination plans were then turned into SEA by the end of March. Several schools anticipate starting dissemination workshops in April.

In collaboration with SEA, IRA volunteers have completed several school visits to observe teachers and students in Cohort 1 schools.

2.2.3. Dissemination planned for Cohort 1

Cohort 1 schools will start dissemination workshops as soon as the teacher trainers have completed their portfolios and are "qualified." "Qualification" means the teacher has:

- completed workshops on four modules,
- written lesson plans for one activity for each module and been observed teaching it by the school pedagogue/psychologist,
- written additional lesson plans for activities other than those observed and has included a sample of the student product for each activity, and
- received a letter of endorsement from the school director.

The portfolio is archived by the pedagogue/psychologist at the teacher's school. The regional consultant verifies the completion of the portfolio and reports successful completion to the SEA Coordinator. IRA volunteers plan to observe school dissemination workshops if their schedules allow.

The project is supporting dissemination by paying flat-rate stipends to participants for meals and incidentals during the workshops. The local school team is responsible for organizing the venue and meals for the workshops. SEA furnishes teaching materials such as notebooks, flip charts, and guidebooks, and equipment such as overhead projector and/or flip chart stands.

Fifteen Regional Consultants have been assigned between three and four schools and act as project liaison to the schools. SEA will cover consultants' travel costs for nine meetings per school, and the consultant will be responsible for scheduling these meetings as needed.

2.2.4. Cohort 2 begins workshops

Cohort 2 consists of 203 participants (133 teacher trainers, 35 principals, and 35 pedagogue/psychologists) from thirty-five schools. Participants attended a workshop on Module 1, *Learning in the Classroom*, held March 24-27. The Bureau for the Development of Education (BDE) requested that an additional fifteen advisors also attend the workshop. SEA staff, in collaboration with IRA consultants, selected fifteen individuals to serve as Cohort 2 trainers from the pool of Cohort 1 teacher trainers who had applied for the positions.

During the workshop, the participants were divided into seven groups, and the cohort trainers worked in pairs. IRA and regional consultants coached the trainers. The sixteen regional consultants also worked with their assigned schools during the workshop. Initial reactions from participants indicated satisfaction with this format.

Prior to the workshop, IRA consultants had spent two days (March 22-23) planning the workshop with the cohort trainers. They also spent a day reviewing the workshop and discussed improvements for the next one. The IRA consultants were pleasantly surprised that the trainers were using techniques that they had learned in facilitation training and commented that facilitation skill training should be part of the training program.

2.3. Career Development

2.3.1. Virtual Firms

2.3.1.1. Virtual firm fair

Nineteen virtual firms and 350 students participated in the first National Virtual Firm Fair on February 12, 2005. Students from each virtual firm set up a stand as they would at a trade show. During the day, students visited each other's booths to learn more about their products and to conduct business with each other.

SEA staff worked with teachers and students to launch two competitive events for students. The first one was the Job Interview Contest in which students submitted a resume and cover letter for a job. Students also submitted a job description that was appropriate for someone of their age and experience. Each firm selected one competitor. A team of judges conducted an interview with each participant. Fifteen students participated in the contest.



The second event was the Marketing Plan Contest. A four-person team of students selected a product from a list and developed a marketing plan. The team presented the plan to a panel of judges. Fourteen teams (64 students) participated in the contest.

SEA also sponsored a stand evaluation where evaluation sheets were handed out to visitors to give their impressions of the stands. The scores were tallied and the stands ranked and divided into three equal groups. Each firm received either a gold, silver or bronze medal according to their group ranking.

The project was pleased to be able to rally support from local businesses for the competitions. Local businesses provided over \$1800 worth of prizes for the competition winners. For example, the winning Marketing Plan team won a color printer and the winner of the job interview contest received a mobile phone. Businesses also donated promotional gifts to all competitors. In addition, they served as judges for the competitions and were extremely pleased to stay through the award ceremony at the end of the day. It is hoped that business participation in this virtual firm fair will mark the beginning of the growth of close school-industry partnerships.

2.3.1.2. Module 4 workshop held

Twenty teachers from seven schools attended a workshop conducted by Bulgarian trainers on communication and negotiation between virtual firms. The workshop was the fourth in a series of five designed to assist schools in starting and managing virtual firms. The workshops deal with topics in a sequential manner as they are encountered by schools over the course of the school year.

2.3.2. Real Firms

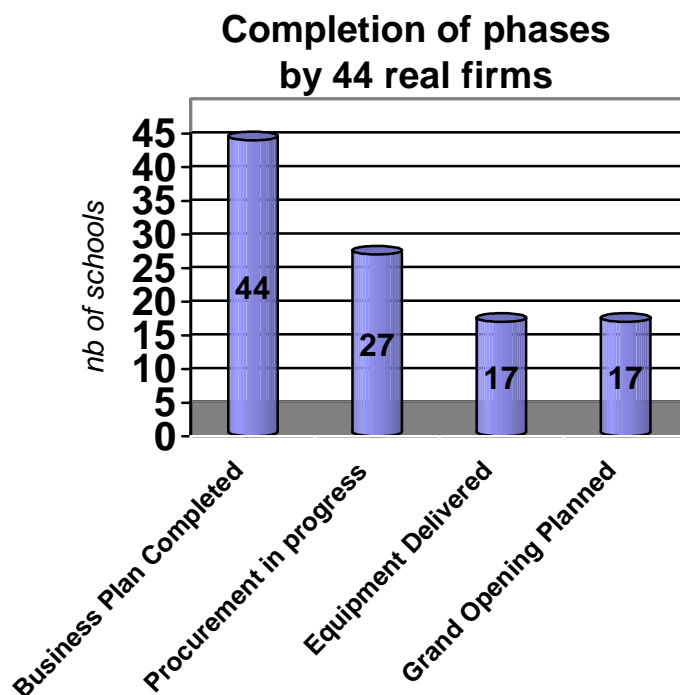
2.3.2.1. Status of real firms

Schools that choose to create real firms go through several phases in developing their school businesses. First, a team consisting of two teachers and the school director develop a business plan. SEA provided these teams with a two-day workshop and model for completing the plans. Next, two local consultants who conducted the business plan workshops review and approve the plans. The business plans are also signed by local advisory boards consisting of at least one businessperson, one parent and one community member at large. The local advisory boards were created to establish a link with the local business community.

Once the business plan is approved, the business team proceeds to procure equipment and supplies for the business startup. The teams are required to do a bid analysis, comparing at least three offers from potential suppliers and giving reasons for their decisions. SEA conducts workshops to explain the procedure, monitors the school's progress and finally purchases the equipment and supplies requested. The advisory board signs both the requests and delivery slips for the equipment.

Procurement of equipment for real firms is ongoing. Currently, equipment was delivered to seventeen schools. Purchase orders have been issued for an additional seven schools. The project is processing the bid analysis of equipment for an additional seven firms. The remaining thirteen schools are in the process of collecting bids.

Two firms have had official opening ceremonies. A medical school in Stip opened a health center and a textile school in Skopje opened a shop to produce tablecloths and linens. Many firms have delayed their Grand Openings because of elections. The following chart indicates the progress of real firms from business plan to start-up.



In addition to overseeing the procurement process, SEA has also started workshops on record keeping so that firm managers can keep accurate accounts and produce financial statements. In the future, these records can be incorporated into classroom activities. The project is working on providing incentives for firm managers to keep records, such as school competitions.

2.3.2.2. Collaboration with E-Biz, AUBG and SEEU

The SEA team continues to explore opportunities for collaboration with other projects and institutions. For example, SEA has been working closely with the E-Biz project to explore potential partnering of new businesses with schools. E-Biz has sponsored two new state-of-the-art businesses that will serve other small firms in the area which do short-run/high value leather goods and clothing. Both the new businesses include CAD systems that can automatically size patterns and fully computerized cutting machines for leather and cloth. Both owners are interested in working with schools in their area.

SEA staff also met with representatives from the USAID-sponsored American University in Bulgaria (AUBG) to explore ways their business program could complement real and virtual firm activities. Another potential partner is Southeast European University (SEEU). SEEU is developing a program for their students in job search skills. Some of the materials already developed by SEA may be used. SEEU is very interested in collaborating with SEA in future activities.

2.3.3. Career Centers

2.3.3.1. Workshops on Job Search Skills

SEA sponsored two workshops on job search skills. A local employment firm developed and conducted the workshops. For each workshop, five schools sent two teachers, the school pedagogue and two students. Two modules were covered during the two-day workshops:

- Active job searching and voluntary work
- Letter of interest, CV and job interview

While the pedagogue in each school is in charge of the career resource center that is being equipped by SEA, the teachers will collaborate with the pedagogue to integrate skills learned from the workshops into existing class work.

2.3.3.2. *Equipping career centers*

SEA has started equipping career resource centers. Each school has taken stock of the equipment it already possesses and has requested complementary equipment to make the center functional. The project is currently procuring equipment for 9 schools and will attempt to complete procurement for the remaining schools early during the coming school year.

2.4. 2.4 Research, Monitoring and Evaluation

2.4.1. S.O. 3.4 Annual Survey

The annual teacher survey was pilot tested with six Macedonian and four Albanian teachers. The survey was then administered to a sample of teachers from the 15 schools in teacher training Cohort 1, in order to survey these teachers prior to the start of dissemination workshops. Teachers from the remaining schools will be surveyed in April. Again, the database used for selecting the teacher samples was shared with other projects and the MoES.

Preparations for the student survey are also underway. Individuals were recruited and trained to administer the student survey. The survey will be administered during the first two weeks of April.

2.4.2. Monitoring SEA Activities

RME has worked with all project components to develop intermediate and formative indicators. Activities included:

- Assisting coordinators and their assistants to develop templates for data entry for event and workshop questionnaires
- Administration and analysis of the teacher training facilitation workshop evaluation
- Work on the development of a questionnaire for formative evaluation of the director certification program, including focus group conducted with G13 members to define indicators to monitor during and after director training.

2.4.3. Research

The list of potential research topics proposed by the AIR consultant was narrowed to two through discussions with the MoES. Terms of Reference (TOR) were written and then resubmitted for final review to the MoES. The first TOR proposed a study to make recommendations for a lifelong learning system in Macedonia, including a description of the legal basis for such a system. The State Secretary related that another EU project was in progress to address that same issue and suggested that SEA wait for their results rather than initiating a parallel study.

The second topic, a formative evaluation of decentralization, focuses on monitoring the effect of decentralization on schools and proposing recommendations to the MoES. The research will follow several aspects of decentralization, including financing, infrastructure, decision-making and staffing. The description of this research study is found in the Annex. An advisory panel will guide the study. To date, a request for letters of interest has been published and promising applicants will be invited to submit a full proposal. The anticipated start-up of the study is this summer.

3. Concerns and challenges

3.1. Director Training

3.1.1. Delays in committee work at the MoES

Director training was delayed for more than two months while the project waited for the committee appointed by the Minister to finish the “rule book” or enabling legislation. The work of the committee was far from transparent. Although the G13 had submitted a complete training/certification program, the committee did not consult with the group or consider the plan until the State Secretary called a meeting of the commission, G13 representatives and Slovenian experts invited by the State Secretary. This meeting was held the third week of March and resolved most issues with training and legislation.

Further delays were encountered when the legislative department returned the “rulebook” to the MoES for further revision. This body of lawyers used the bar exam as a model for the director exam. The director training program will need to be incorporated into the “rule book” and the format of the training changed according to their suggestions. Since training needs to begin in April, the MoES and USAID agreed to sign a memorandum of understanding that outlines the responsibilities of the project and the ministry. The memo allowed the training to move forward while the details of the “rulebook” are finalized.

3.1.2. The director exam

The major issue for the “rulebook” committee was the director exam. The MoES tended to favor a process that would use the exam as a selection tool. Both the G13 and Slovenian experts explained that using the exam in this manner would negate many of the benefits directors would derive from the training program. The Slovenian model called for the exam to be a portfolio of assignments and six essays written by candidates during the course of training. Otherwise, school directors would concentrate on learning facts in order to pass the exam rather than applying new concepts to management. The MoES insisted that the law required a formal examination, but eventually conceded it could take the form of a presentation of one or more of the six papers written by candidate during the course of training. A potential backlog could occur when the cohorts of directors apply to take their exam, since each exam can last up to 45 minutes per individual.

3.2. Career Development

3.2.1. Use of funds generated by real firms

As real firms begin generating profits, the MoES or the local school boards may be tempted to use the money for routine maintenance or school repair. The project will need to be vigilant to assure the firms are allowed to use the funds for maintenance and replacement of equipment within the business or for financing student activities.

4. Progress by Work Plan Activity

The tables on the following pages track progress against the new work plan for 2004-2005.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs**USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education**

<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 1: More engaging, relevant classroom instruction					
<p>SEA Result 1.1: Improved problem-solving and critical thinking skills in students</p> <p>Performance indicator: <i>Level of problem-solving and critical-thinking skills of students as indicated by results of student problem-solving test.</i></p> <p>SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: <i>Percent of trained teachers using elements of contextual learning in the teaching process and indicated by S.O. 3.4 teacher survey. Number of workshops held for use of contextual learning and number of teachers trained.</i></p>	Complete four modules and train four teacher trainers, school pedagogue, director in each participating school plus master trainers.	Complete training of the 1 st cohort Module 3 -November 2004 Module 4 - February 2005	February	IRA consultants BDE MoES World Learning	Module 3 completed in November. Module 4 completed in February.
		Start cohorts 2 and 3.	March		Cohorts combined into one and Module 1 completed in March.
		Trainer of trainers workshops for master and teacher trainers.	December - August		Facilitation skills workshop conducted to train the trainers in January and extended to Cohort 1 in March
	Develop certification procedures for teachers successfully demonstrating their ability to use new methods.	Send master trainers to discuss and observe teacher trainers in Cohort 1 and document their observations, lesson plans.	October and continuing throughout the year		Master trainer role redefined to regional consultant.
		Conduct a discussion/focus group on teacher certification with participants of Cohort 1 during the workshop to discuss the practicality of teacher certification methodology.	November/February		RME conducted focus groups.
	Pilot dissemination phase (with at least one school that volunteers).	Ask for at least one volunteer school to develop and implement a dissemination strategy in collaboration with master trainers.	October		First 15 schools will begin dissemination following fourth Cohort 1 workshop in February.
		Send select team of master trainers and a volunteer to plan dissemination workshops with pilot school.	November		Regional workshops conducted to explain certification and dissemination plan.
		Support teacher trainers during pilot dissemination and document best practices and problems.	December- January		Focus groups and interviews conducted rather than piloting

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<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 1: More engaging relevant classroom instruction					
<p>Cont. SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: Percent of trained teachers using elements of contextual learning in the teaching process as indicated by the S.O. 3.4 teacher survey.</p> <p>Number of workshops held for use of contextual learning and number of teachers trained.</p>	Cont. Pilot dissemination phase (with at least one school that volunteers)	Develop dissemination plans and incorporate them into teacher trainer workshops for remaining 2 modules of Cohort 1 and into all four modules of cohorts 2 and 3.	November- August		Cohort 1 schools submitted dissemination plans.
	Revise modules	Master trainers visit schools and discuss module content and presentation with Teacher Trainers, Pedagogues and Directors.	October	IRA consultants BDE MoES World Learning	Schools assigned to regional consultants.
		Master trainers discuss observations with IRA volunteers during workshops.	November, February, March, May		Regional consultants have met with assigned schools.
		Final revisions of modules completed for use in Cohorts 2-3 and dissemination.	Starting in February and following schedule for cohorts 2 and 3		All four modules completed. Revision set for July.
	Extend dissemination activities to include initial 15 schools that participated in teacher trainer workshops	Plan dissemination strategies unique to each school.	Starting in December		Cohort 1 schools have completed dissemination plans
		Supply basic equipment, materials and supplies to schools for workshops.	In time for workshops		Equipment and supplies provided as needed.
		Work out logistics with master trainers.	As needed		Dissemination plans completed.
		Document effectiveness of workshops. Document number of teachers having developed a lesson plan, taught and been observed for each of the activities outlined in the modules. Conduct focus group discussions and document observations of teachers on teaching methodologies; and implications for future dissemination efforts.	Continuous		Classroom observations conducted by IRA consultants. Regional Consultants monitor portfolios and dissemination.

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SEA Objective 2: Effective career preparatory activities					
SEA Result 2.1: Improved critical job seeking skills in students Performance indicator: <i>Percentage of students indicating they can write a CV or have been trained in interviewing and/or job searching in the S. O. 3.4 student survey</i>	Career Development Centers	Provide up to \$2000 of equipment to start a career center for schools that have identified and prepared an area for the center and submitted a list of equipment needed. (All 50 schools have applied.)	October - March	National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Assn MoES BDE Crafts Assn Employment Bureau Local consulting firms for training National Student Union Various Business Assns School Assns ETF GTZ National Observatory SEEU AUBG	9 schools have submitted equipment lists.
		Train school pedagogues and select students in job seeking skills and developing a relationship with industry (CV writing, interviewing, job search, career exploration).	November — March		Training provider selected and modules developed / 10 schools sent participants for training.
		Sponsor annual competitions in technical and job-seeking skills in collaboration with industry, vocational school associations, MoES, and other projects	November - June		350 student participated in a Virtual firm fair in February. 19 virtual firms set up booths/ 15 students competed in the Job Interview Contest and 14 teams in the Marketing Plan Contest
		Support students and teachers who have participated in study tours and developed action plans. Support initiatives from school associations			Students and teachers who participated on tours have started action plans, giving presentations in their schools and forming youth organizations.
		Coordinate national competition(s) to attract the attention of industry and higher education to vocational education.	April — May		

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SEA Objective 2: Effective career preparatory activities					
<p>SEA Result 2.2: Students participating in applied skill activities and career preparation activities</p> <p>Performance indicator: Percent of vocational students having participated in an applied skill activity as indicated by the S.O. 3.4 student survey.</p> <p>Teachers integrating career development activities into classroom instruction, as reported by students in the S.O. 3.4 student survey.</p>	Increase the opportunities for students to have business experience while in high school.	Real Firms			
		Assist schools to develop business plans for real firms.	October - November	CSHI National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Assn MoES BDE AIR consultant Crafts Assn Local consulting firms for training National Student Union Various Business Assns GTZ VETIII	Forty four schools have completed plans.
		Provide up to \$15,000 in start-up material and/or equipment for each school successfully completing a business plan.	October - December		17 schools received equipment/ 27 schools in the process of procurement
		Develop record keeping system in four pilot schools (consultant).	October		Completed.
		Extend record keeping to other real firms and follow up on records (local consultants in a series of workshops).	October - December		Scheduled for April-June
		Sponsor national real firm fair/competition (may be done in collaboration with vocational school associations).	April - May		Main event postponed until next year
		Sponsor youth activities and competitions in vocational areas (these include competitions on technical subjects, and/or job seeking skills; and regional study tours for students and teachers).	January - August		Working with electro-tech, agricultural and textile associations to expand current contests.
		Virtual firms			
		Equip and launch twelve virtual firms in six economic high schools.	October	Bulgarian consultants and economic schools Kultur Kontakt BDE MoES	Completed.
		Train teachers, students and directors on operation of virtual firms in schools.	Workshops held throughout the year		Four of five modules completed.
		Sponsor national virtual firm fair in collaboration with Kultur Kontakt.	December - January		Completed.
		Sponsor students and teachers to the international virtual firm fair in Austria.	April		Bulgaria and Croatia fairs planned.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Certification program developed and school directors certified. <i>Performance indicators:</i> <i>Number of people receiving certification.</i>	Completion of modules	G13 completes modules for director certification and submits them to the MoES for approval.	October 15	MoES World Learning National School for Directors (Slovenia) World Bank V E T I FOSIM	Completed.
		MoES certification board approves modules as the basis for certification.	November		Approved by MoES but final revisions will be made with Exam commission
	Approval of certification program	MoES appoints certification board.	November		Completed.
		G13 submits plan for certification.	November		Completed.
		Board approves the program.	November - December		Completed
	Certification of directors	Workshops by G13 to provide training for certification.	January - August		To start in April.
	SEA Result 3.2: School directors demonstrating improved management skills.	<i>Activities will be addressed in future work plans.</i>			

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<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
SEA Result 4.1: Effective monitoring of progress toward S.O. 3.4. Performance indicator: <i>Timely annual administration, analysis, and reporting of S.O. 3.4 teacher and student surveys.</i>	SO 3.4 Baseline Analysis and Follow-on	Report on baseline data gathered in May-June 04.	October 1,2004	MoES AIR SEA RME Staff	Completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	March-May 2005		In progress
SEA Result 4.2: Establishment of effective project monitoring systems for improved management. Performance indicator: <i>Consistent completion of quarterly program reports and creation of project monitoring database.</i>	Project component activity monitoring	Archive of previous studies and reports will be assembled at the project level.	Starting November and continuing	SEA Coordinators	Continuous.
		Develop and implement a system to document the application of new teaching methodologies in the classroom.	Continuous		First step is to document portfolios assembled by teachers for certification
		Document the number of career centers established.			In progress.
		Document the number of real and virtual firms started and establish end-of-year indicators of firm vitality based on firms' record-keeping systems.			In progress.
		Document the interaction of industry with career centers and firms in schools.			Planned.
		Document the number of directors certified.			Planned.

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<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
Cont. SEA Result 4.2: Establishment of effective project monitoring systems for improved management. <i>Performance indicator: Consistent completion of quarterly program reports and creation and continual updating of project monitoring database.</i>	Database development	RME Coordinator will collaborate with the MoES and other projects to consolidate database management.	Continuous	MoES LGRP/MDW World Bank BDE Faculties Bureau of Statistics	Other projects have taken the lead in this area.
		SEA database for project monitoring.		SEA coordinators	Continuous. – several databases started for coordinators.
SEA Result 4.3: Analysis support provided to MoES on issues related to the quality, relevance, and cost-effectiveness of education in Macedonia. <i>Performance indicator: Research reports provided to MoES.</i>	Research studies	Define research topics and action plan in collaboration with MoES.	October — November	AIR	Request for letters of interest in “decentralization” TOR launched.
		Implement research action plan: conduct research.	November - August	SEA local NGOs /Institutions to be identified	Planned.

5. Looking Ahead

The following chart is the calendar for activities currently planned for next quarter, grouped by component.

Component	Date	Activity
Director Certification	April	Two cohorts will complete Module 1 in the series of workshops.
	May – June	The first two in a series of four workshops will be held, covering modules 2-5.
Teacher Training	April - June	Cohort 1 dissemination workshops in 15 schools. Each school has made its own schedule.
	May 21-24	Workshop for Cohort 2, Modules 2
	June 23-26	Workshop for Cohort 2, Modules 3
Career Development		
Career Centers	2-4 April	Workshop for the third group of pedagogues, teachers and students on job seeking skills
	April 15-16	Competition for agricultural schools
	May 6-7	Competition for electro-technical schools
	April	Meet with students and teachers who participated in the study tours to follow up and plan more activities in their work plans and form vocational student organization
	April-May	Supply equipment for career centers
Virtual Firms	April 21-23	Virtual Firm Fair in Zagreb, Croatia <ul style="list-style-type: none"> • 4 virtual firms participating • 6 virtual firms observing
	May 11-12	Virtual Firm Fair in Montana, Bulgaria <ul style="list-style-type: none"> • 6 firms participating • 4 firms observing
	May	Workshop for Module 5 – virtual firms
Real Firms	April-June	Equipment procurement for remaining schools
	April-June	Revise Business Plans with schools
	April - June	Workshops on record keeping
	Beginning April	Grand Openings of firms
Research, Monitoring, Evaluation	April	Annual teacher/student survey
	June	RFP for decentralization study
	May	Conduct first phase of the director survey.

Annex

Research Topic Description for Decentralization Study

A FORMATIVE EVALUATION OF DECENTRALIZATION

PROJECT DESCRIPTION

I. Background

Over the next several years, Macedonia will engage in an extensive process of decentralization of responsibility for education. In Phase I, municipalities will be given the responsibility for the school infrastructure; in Phase II, they will also be given responsibility for the staffing of schools and some decisions about the content of programs. For example, they may propose to change the vocational profiles offered by their secondary vocational schools.

As in any new program, there will be some great successes resulting from the change and some difficulties. It is the purpose of this evaluation to follow the process of decentralization, define the successes and problems, and propose to the Ministry of Education and Science (MoES) possible solutions to the difficulties.

This project should examine the following aspects of decentralization:

- *Financing.* To what degree do municipalities supplement the funds provided by the MoES to support the schools?
- *Infrastructure.* How well are schools maintained, and are they in better repair following decentralization? What sorts of plans do municipalities have for future repairs and maintenance?
- *Decision-making.* How well is the process of decision-making working in the municipality? How were potential school board candidates identified, and what criteria were used to determine appropriate candidates? How were members of the school board chosen? How well is the community represented in the decision-making process?
- *Staffing.* When school directors or teachers have been hired, has the process proceeded in a fair and open manner? How are suitable candidates identified? What difficulties have arisen? Are communities satisfied with the new hires?
- *Education options.* What changes, if any, have been made in the options offered to students? Are there any issues resulting from the changes? Are there changes in the numbers of characteristics of children sent to schools for those with special needs? Are children from other municipalities attending the local gymnasium or vocational school? Are local children attending school in other municipalities for reasons such as vocational specialty, or lack of secondary schools in local area? If so, how have arrangements been made between municipalities to accommodate such students?
- *Transportation.* How have any transportation issues been settled?

Offeror shall choose between the two strategy options:	
Option 1	Option 2
<p>The organization implementing this project shall engage in the following activities:</p> <ol style="list-style-type: none"> 1. Meet with the Advisory Group to prioritize the issues to be examined in each quarter of the years of the project (1 month) 2. Select the sample of communities that will constitute the case studies for the project, ensuring that they represent rural and urban areas, the ethnic mix of families in Macedonia, communities with only primary schools and those with both primary and secondary, and any other differences deemed critical by the Advisory Group. Hire a member of each community to conduct the case study (1 month) 3. Design, pretest, and train case study staff to use instruments and observe within their community to address the issue with priority. Ensure all staff understand the form of the report to be prepared. (2 months) 4. Bring case study staff together to summarize the successes and the issues surrounding the priority issue at this moment in time; prepare list of recommended actions and discuss with the Advisory Group (1 month) 5. Repeat steps 2 & 3 each quarter to examine the priority issue (33 months) 6. Prepare a short set of requirements to review the status of municipalities on the issues covered by the project and update the earlier reports (4 months) <p>Note that the same issue may be examined in an early quarter and again in a later quarter of the project, at the discretion of the Advisory Group</p>	<p>The organization implementing this project shall engage in the following activities:</p> <ol style="list-style-type: none"> 1. Meet with the Advisory Group to prioritize the issues to be examined in each quarter of the years of the project (1 month) 2. Design, pretest, and implement an interview protocol and other instrumentation to address the issue with priority and decide upon the sample to be interviewed or observed. For example, to assess infrastructure, the instruments may include an interview protocol for school directors, teachers, and municipal politicians, and a checklist for observation of primary and secondary school facilities (2 months) 3. Summarize the successes and the issues surrounding the priority issue at this moment in time; prepare list of recommended actions and discuss with the Advisory Group (1 month) 4. Repeat steps 2 & 3 each quarter to examine the priority issue (33 months) 5. Prepare a short set of protocols to review the status of municipalities on the issues covered by the project and update the earlier reports (4 months) <p>Note that the same issue may be examined in an early quarter and again in a later quarter of the project, at the discretion of the Advisory Group.</p>